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ABSTRACT

The impact of educational experiences on the 1978 graduates of Baruch College, New York as reflected in their achievements two years after graduation was assessed. Responses to a mailed questionnaire were received from 837 (60 percent) graduates. It was found that the employment of Baruch graduates was very high: 96 percent were employed. Nearly half were holding professional jobs, and the majority of the remainder were working at middle or upper management levels. About half were already working or had job offers at the time they graduated. Another 25 percent required less than two months after graduation to obtain a full-time job. Four out of five graduates were in occupations related to their undergraduate majors, and four out of every five were satisfied with their jobs. With race and sex held constant, business majors received higher salaries than did liberal arts majors, and students who worked for at least two years during college earned more after graduation than those who had little or no college work experience. While race was not a factor in determining graduates' salaries, sex differences in salaries were found: males earned much more than females. Twenty-seven percent of the respondents were either attending graduate schools or had received their graduate degrees. Those with a grade point average of 3.00 or above and/or those who had graduated with honors were more likely to attend graduate school, and the majority of alumni attending graduate schools chose Baruch. The most disliked aspect of Baruch was its lack of campus, its buildings, and classroom facilities. The Annual Alumni Survey is appended. (SW)

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BARUCH COLLEGE
Annual Alumni Survey
CLASS OF 1978

OFFICE OF INSTITUTIONAL RESEARCH

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1978 ALUMNI SURVEY

The principal objective of the study is to assess the impact of educational experiences on the students as reflected in their achievements two years after graduation from Baruch.

The research subjects were 1570 students who graduated in February, June and September of 1978.

Questionnaires* were mailed in the summer of 1980, about two years after their graduation. A second questionnaire was sent to nonrespondents three weeks later, and a third wave was mailed in another three weeks. First class postage was used so that mail would be forwarded to subjects who had moved.

Ten percent of the questionnaires were undeliverable to the addressees and were returned to us. Of those subjects who received the survey instrument, 837 (60%) responded; all of these questionnaires were used in the survey.

The data covered a wide range of variables, which can be divided into three sectors:

I. The student input variables

To assess the impact of college, it is necessary to consider what the students bring with them when they start their undergraduate studies. These variables included socioeconomic background, sex, race, religion, place of residence, and political orientation, among others.

II. The college variables

This group of variables includes the students' experiences and achievements in college, their ratings of college services and teachers, their use of extracurricular activities, the fields of study they chose as their majors, etc.

Appendix A

III. The student outcome

The student outcome is the college's impact on the student. Operationally, of course, this must be inferred from such things as the graduate's subsequent academic achievement, occupational status, income, and attitudes.

The attempt of this survey, in general, is to study the three types of data and, in particular, to measure a number of the outcomes in a relatively unbiased manner by controlling for the effects of student input.

We hope the findings of this research will help in providing some indications of ways in which the College can modify its impact to meet its students' needs.

I. INPUT VARIABLES

No Freshman Survey was conducted on the class of 1978 at the time of college entrance. In an attempt to partially fill this gap, certain background variables were investigated retrospectively through the alumni survey. The emphasis of the study, however, is on the academic and occupational achievements of the students.

Choice of School at Time of Application

Baruch was the first choice of nearly two-thirds (63%) of the respondents when they applied to college. Less than a third (29%) would have preferred another college in the CUNY system, and a small group (8%) would have preferred schools outside CUNY (TABLE 1).

Race Distribution

About two-thirds (65%) of the graduates who responded to the survey were white, and nearly a fifth (19%) were black. Of the other minorities, Orientals constituted 6 percent, Puerto Ricans 4 percent, other Hispanics 4 percent, and American Indians 0.2 percent. About 2 percent of the respondents indicated that they belonged to other races (TABLE 2).

Sex

Six out of every ten survey respondents were men.

Religion

The religious preference most frequently reported by the respondents was Catholic, mentioned by 41 percent. Jewish and Protestant were mentioned by 23 percent and 17 percent respectively. Sixteen percent indicated that they had no religious preference, and 4 percent preferred other religions. Among the other religions specified were Greek Orthodox, Gregorian (Armenian), Islam (mostly Black Muslim), Russian Orthodox, Buddhist and Hindu (TABLE 3).

Income

Their estimate of family income was quite low, with a mean of $6,540 and a median of $5,449; their reported earnings were somewhat higher, with a mean of $11,500 and a median of $13,500 (TABLE 4). The contrast between these two sets of reported incomes may, of course, be in part a reflection of college students' lack of information about their parents' incomes, or of economic pressure to minimize reported family income.

Residence

As undergraduates, nearly all of the respondents lived in New York City: 37 percent lived in Queens, 30 percent in Brooklyn, 15 percent in Manhattan, 10 percent in the Bronx, and 5 percent on Staten Island. Only 2.4 percent lived in suburbs such as Nassau, Suffolk, Westchester or Rockland Counties; two students commuted from upstate New York and one from New Jersey (TABLE 5).

II. COLLEGE VARIABLES

Enrollment Status

Four out of five respondents (79%) attended Baruch as full-time students. Of these, 11 percent attended school in the evening. Among the part-time students, as would be expected, the overwhelming majority (92%) were evening students (TABLE 6).

Transfer Students

About half of the respondents (48%) were first-time freshmen. Of the other half, 60 percent transferred from CUNY Community Colleges, 19 percent from CUNY senior colleges, and the remaining 21 percent from colleges outside the CUNY system (TABLE 7).

Financial Aid

By far the most common sources of scholarships and grants for these students were the state and federal governments. Six in ten subjects (61%) were aided by these sources. Nineteen percent were assisted by loans, and 10 percent by Baruch scholarships or grants; 11 percent earned money through the college work-study program. Five percent were assisted by the SEEK program (TABLE 8).

Sixty-eight (11%) of the students were the beneficiaries of other grant sources. Twenty-seven received aid from the Veteran's Education Benefits program, 16 from their employers, 9 from the Regents' Scholarship program, and 5 from G.I. benefits. Seven other sources of financial aid were reported by one or two respondents each.

Marital Status at Baruch

While at Baruch, 70 percent of the respondents were single and about a fourth married. One percent were separated and two percent divorced, and about one percent living with someone (TABLE 9).

Employment While Attending Baruch

An important aspect of Baruch College is the opportunity it affords its students to work while attending college, due to the location of the school. The data indicate that a great majority (88%) worked while pursuing their undergraduate degree at Baruch. Of these, 81 percent worked for at least two years, and 19 percent worked occasionally (TABLE 10). This finding is consistent with a study conducted on the students who were scheduled to register at Baruch for the Fall 1978 semester, which found that 86 percent of the respondents were employed.*

Undergraduate Majors

Table 11 indicates that about a fourth (26%) of the respondents majored in Marketing and another fourth (24%) in Accountancy. About 15 percent chose Management, 5 percent Finance and Banking, and 3 percent Statistics (including Computer Science). Psychology, Sociology, English, Insurance, Public Administration, Political Science, and Business Education were each chosen by about 2 percent, and ten other majors were selected by 1 percent or fewer.

Eighteen respondents (2%) had Ad Hoc majors designed to prepare them for their graduate studies or future careers. Among these majors were Pre-Med Biology, Chemistry, Romance Languages, French/Spanish, Art/Advertisement, and English/Journalism.

The selection of a minor field was not required while these students were at Baruch; a few, however, did so. Ten respondents chose Education, 6 Management, 5 Psychology, 5 Accounting, and 4 History. Chemistry, Sociology, Journalism, and Finance were chosen as minors by one or two students each.

*Student Registration Survey - September 28, 1978.

Remedial Courses

About a fifth (21%) of the respondents took one or more remedial courses in Mathematics as undergraduate students, and about 12 percent took one or more remedial courses in Reading (TABLE 12).

Undergraduate Participation in Extracurricular Activities

Professional clubs were the most popular activity, with 46 percent of the students participating. Nineteen percent took part in Special Interest group activities, 18 percent in Ethnic Clubs, 12 percent in Student Government, and 10 percent in School Publications (TABLE 13).

Usage and Ratings of Baruch Services

Eighty-six percent of the students used the services of Curricular Guidance, followed by Placement Office (60%), Personal Counseling (58%), Career Counseling (56%), and Financial Aid Office (54%). Four of these services (Curricular Guidance, Placement, Personal Counseling, and Financial Aid) were rated "Good" by about one-fourth of the respondents who had used them. The remaining service, Career Counseling, received only 17 percent "Good" ratings.

Other Baruch "services" are used of necessity by all students; these are its curriculum and courses, its admission procedures, and its registration procedures. These varied greatly in the degree of approval they received from the respondents: Curriculum and Courses were rated "Good" by 67 percent, Admission Procedures by 31 percent, and Registration Procedures by only 16 percent (TABLE 14).

Teacher Evaluation

The Baruch professors received mixed ratings from their students. The most favorable ratings were on "The instructor's course material was well organized and presented"; 46 percent of the respondents said they had experienced this "most of the time" while at Baruch. "The instructor knew me by my first name" and "I could meet with the instructors when I need to" were given intermediate ratings:

37 percent and 28 percent, respectively, said they were true "most of the time". The lowest percentages of favorable ratings were given to "The instructor was sensitive to my feelings and problems" and "I conversed socially with all professors in my major field". These were experienced "most of the time" by only 21 percent and 19 percent respectively (TABLE 15).

Graduation Date

More than half of the students (53.3%) graduated in June 1978. Thirty-two percent graduated in February of the same year, and 15 percent in September (TABLE 16).

Grade-Point Averages and Honors

The great majority (87.7%) of respondents reported undergraduate grade-point averages between 2.50 and 3.79. Slightly less than two thirds (61.0%) received a G.P.A. of 3.00 or higher, and one of every four graduated with honors (TABLES 17 & 18).

Type of Degree Earned

About four in every five graduates (81.4%) received BBA degrees. Fourteen percent received BA's and 4 percent BSE degrees (TABLE 19).

Respondents' Views on Open Admissions Policy

Almost half (44.5%) of the respondents strongly disapproved the policy of Open Admissions for CUNY. Less than a fourth (22.4%) strongly approved, and a third (33.1%) had mixed feelings (TABLE 20).

Political Orientation

As the undergraduates of 1978 were not surveyed at college entrance, their political views were probed retrospectively at the time of the survey along with their present standing. A plurality of the respondents (42.6%) describe themselves as having been "middle-of-the-road" in their political beliefs at the

time they entered college. The next highest percentage (32.0%) describe themselves as having been "liberal", while considerably fewer (20.4%) say they were "conservatives" as freshmen (TABLE 21).

Overall Feelings about Baruch

To assess the overall feelings of the graduates about Baruch, they were asked an open-ended question about the things they liked best and least about the college. More subjects volunteered things they liked about Baruch than things they disliked, 85 percent and 68 percent respectively. The favorable responses were clustered into 9 areas, while the unfavorable responses were scattered over 16 categories.

In the best liked category, the quality of education at Baruch and its professors topped all the rest. Typical responses were "Strong instruction", "Good curriculum", "Good academic preparation for graduate school", "Excellent staff", "Teachers who know their subject", "Cooperation and concern of faculty", etc. Next in frequency of favorable mention was Baruch's location, described as "A convenient location", "Easy getting to school", "Close to my job". The student body was mentioned next most often for its "Ethnic and economic diversity", "Heterogeneous population", and "Motivation of the students". Baruch's good reputation, its college atmosphere, the low tuition, competitiveness of the students, and "Tony, the elevator man" were the other best-liked areas in descending frequency of mention (TABLE 22A).

Among the aspects of Baruch mentioned as most disliked, the most frequently cited was its lack of a campus. A closely related area, Baruch's buildings and classroom facilities, was second in frequency of mention. Typical comments in these two areas were "Buildings are scattered", "Old surroundings", and "Not enough classrooms". Third and fourth in order of mention were Baruch's registration procedures and its location. The next most disliked aspect was the number of courses closed at registration time; respondents resented "Having to fight for courses at

registration," and the "insufficient number of course sections". Student apathy was next in frequency of mention, followed by the quality of curricular counseling offered. The student body was disliked by some graduates as being "Academically low quality", "Below average", etc. Lack of social life, the elevators, and the Placement Office were next in order of mention, followed by the curriculum. Complaints in the latter area included "Limited number of courses in my field", and "Major courses start too late". Some of the students expressed dislikes about the Evening Session, such as "Lack of business courses in the evening", "Lack of administrative personnel on the campus" and "Second-class status for the evening students".

Open enrollment, an inadequate student center, and a perceived partiality of the college towards business majors were disliked by some of the graduates (TABLE 22B).

Would Come to Baruch Again

When the alumni were asked whether, if they had to do it all over again, they would come back to Baruch, slightly more than three students out of every four (77.0%) said that they would choose Baruch again (TABLE 23).

Present Residence Patterns

Two years after graduation, most of the respondents (83.9%) were still living in New York City - a decline of only 13 percent since their undergraduate days. Of those respondents who had left the city, the largest proportion had moved to other states, where 9 percent of the graduates now live. A smaller percentage moved to the Long Island, Westchester, or Rockland suburbs, which increased to six percent since graduation (TABLE 5B).

Present Marital Status

Two years after their graduation from Baruch, as would be expected, the percentage of respondents who were married had increased from 26 to 42 percent. However, again as would be expected following the trend in society at large, the numbers who were separated, divorced, or living with someone also increased (TABLE 9).

Political Orientation

The present political orientation of the graduates seems to be very much in line with current trends, showing a distinct tendency to the right since college entrance. The percent describing themselves as "far left" or "liberal" has declined by 11 percent, while the "middle-of-the-road" and "conservative" categories gained correspondingly (TABLE 21 & FIGURE 1).

A. SUBSEQUENT ACADEMIC ACHIEVEMENTS

Graduate School Attendance

When the respondents were asked whether they had gone on to graduate or professional schools, 27 percent reported that they had. Of these, 24 percent were attending on full-time and 67 percent on part-time basis; another 9 percent had already received their graduate degrees (TABLE 24).

Ratings of Baruch Preparation

Of those who had continued their education, 52 percent said that Baruch had prepared them for graduate school "very well", and 44 percent "fairly well"; only 4 percent rated their preparation as "poor" (TABLE 25).

Advanced Degree Sought

Fifty-eight percent of those who continued their studies were working towards an MBA degree, 14 percent for an MS, 8 percent for an MA, 2 percent for a Ph.D., and 2 percent for an MPA. In addition, 7 percent were studying law, and 8 percent were working towards other degrees (TABLE 26).

Majors in Graduate School

The major field chosen by the largest percentage of alumni in graduate school was Finance and Investment (chosen by 15.0%). It was followed by Marketing (9.4%), Management (8.5%), Computer Methodology (7.5%), Law (7.0%), Taxation (6.6%), Accountancy (5.6%), and Special Education (5.6%). Slightly over 3 percent chose Business Administration and Policy. Statistics, Psychology and Elementary Education were chosen by 2.3 percent each. Fifteen other majors were each chosen by under 2 percent of these graduate students (TABLE 27).

Graduate Schools Attended

Table 28 lists the names of the institutions where these Baruch alumni are (or were) attending graduate school. The one most frequently attended is Baruch itself, mentioned by 22 percent. Other CUNY colleges or the CUNY Graduate Center were mentioned by 9 percent. Other schools frequently mentioned were St. John's University (11.6%), Pace (11.1%), N.Y.U. (8.0%), and Long Island University (6.5%). Forty other institutions were represented by between 1 and 5 students each.

B. OCCUPATIONAL OUTCOME

Employment Patterns of Graduates

Ninety-six percent of these graduates are employed, 91% holding full-time jobs and 5 percent working part time. The remaining 4.2 percent are unemployed (TABLE 29). In the assessment of student outcome, the academic and occupational outcomes were found to be inseparable from one another. Therefore, a composite profile of the two is presented in TABLE 30.

Of the 826 graduates who responded to questions on both their academic achievement and their careers, it was found that 91 percent were working full time. When this figure was broken down according to academic status, 70 percent of the sample were not attending school; 4 percent were either attending graduate school full time or had already received their graduate degrees; and 17 percent were attending graduate school on part-time basis.

Almost 5 percent of the graduates were holding part-time jobs. This figure comprises 2 percent who were also attending graduate school full time, 1 percent who were attending part time, less than 2 percent who were not in school, and one respondent who had received a graduate degree.

Four percent of the graduates were not working at the time of the survey. A breakdown of this figure shows that more than 2 percent were attending graduate school; 3 respondents (less than 1 percent) had just received graduate degrees and were planning to start work or continue their graduate studies in September; and

12 respondents (1.4%) were neither working nor in school. (One of the 12 was a 63-year-old grandmother who was taking care of her grandchildren. One was trying to establish his own business. Three female graduates were taking care of their newborn babies, and two had health reasons for not working. The remaining 5 were seeking employment).

Type of Firm Employed With

Of the full-time employed, 14 percent work with banking and finance firms; 12.5 percent hold jobs with the City, State, or Federal Governments; 12 percent work for accounting firms; 12 percent for manufacturing companies; 11 percent for service companies; 9 percent in insurance; 8 percent in retailing or wholesaling; and 4 percent work for educational institutions (TABLE 31). The remaining 18 percent are employed with other types of firms such as communications, publishing, advertising, import/export, stock brokerage, and legal.

Level of Current Position

Nearly half of these graduates are holding professional level jobs; a fourth characterize their jobs as "middle management", and 6 percent as "upper management". In addition, 9 percent hold clerical jobs and 4 percent are in sales, while 7 percent fall in other job categories (TABLE 32).

Relatedness of Job to Baruch Major

Four out of five respondents described their occupations as "completely" (41.3%) or "somewhat" (38.7%) related to their college majors, while 20 percent thought their jobs were completely unrelated (TABLE 33). Table 33a shows the degree of job relatedness as a function of the respondent's undergraduate major. As might be expected, Business majors were considerably more likely to find jobs related to their majors than were graduates who had majored in Liberal Arts. Among the Business majors, Accounting was most likely to lead to a related job (95%) and Finance & Investment the least likely (75%).

Degree of Satisfaction with Current Job

Four out of every five respondents indicated that they were "very satisfied" (34.6%) or "somewhat satisfied" (45.2%) with their current jobs. Twenty percent were "somewhat" (12.5%) or "very" (6.6%) dissatisfied (TABLE 34).

TABLE 34a shows the degree of job satisfaction by undergraduate major. Here the differences between majors are not as large or clear-cut as in the job relatedness data, but some interesting findings emerge. Respondents who majored in Statistics/Computer Science were most likely to be satisfied with their jobs (95%), followed closely by Accounting majors (91%). Although Psychology majors had reported a relatively low level of job-relatedness, they had a high level of job satisfaction (86%).

Rating Baruch Preparedness for Jobs

About a third (32.1%) felt Baruch prepared them "very well" and more than half (55.1%) "fairly well" for their present jobs. The remaining 13 percent expressed dissatisfaction with their Baruch preparation (TABLE 35).

TABLE 35a shows the ratings of Baruch job preparation by the respondent's undergraduate major. These ratings, as might be expected, were more closely related to the job-relatedness of the respondent's major field than to their degree of job satisfaction.

Help of Baruch Degree in Obtaining Jobs

Nearly three out of four graduates indicated that their Baruch degree was "very" (37%) or "somewhat" (36%) helpful in obtaining jobs, while 27 percent said it was not helpful (TABLE 36).

Table 36a shows the perceived helpfulness of Baruch degrees in obtaining jobs by undergraduate major. Accounting and Statistics/Computer Sciences majors

were most apt to rate their Baruch degrees as helpful in obtaining a job (86% and 83% respectively), while Management and Political Science majors gave the lowest percentages of favorable ratings (62% and 50%).

Time Taken to Find a Job

Of the respondents who have held jobs since graduation, about half were either already working (34%) or had job offers (13%) at the time they graduated from Baruch. For another fourth (26%), it took less than two months after graduation to obtain a full-time job. Seventeen percent got their jobs within three to six months, and 5 percent took between seven months and a year to find a job. For 4 percent it took over a year (TABLE 37).

Source of Information about First Job

One out of five graduates (20.1%) obtained employment on their own by applying directly for the job. The most frequently used external source of employment assistance was their friend's referrals (17.5%) followed by employment agencies (15.3%), the Baruch Placement Office (14.7%), and newspaper ads (11.1%). Baruch faculty members referred 4.1 percent of graduates for jobs, and 2.5 percent were referred by their parents. Above 15 percent used other sources (TABLE 37a).

IV. ACADEMIC OUTCOME

AND ITS RELATION TO COLLEGE INPUT

Academic outcome was measured by the respondents' attendance or non-attendance at graduate or professional schools after graduating from Baruch. Tables 38 and 39 give a profile of the relationship, as measured by Chi-Square, between the college-input variables and the respondents' likelihood of attending higher schools.

The most important college-input variables that enhanced the students' likelihood of going to graduate schools were their undergraduate major field and the type of degree they received (which is closely related to their major). As the numbers of respondents in many major fields were not large enough to be treated separately, they were aggregated by their schools as Business, Liberal Arts, or Education majors. Graduate school attendance was strongly related to undergraduate majors in Education, followed by Liberal Arts. Business majors, on the other hand, were least likely to go to graduate school (TABLE 38A). In the same fashion, for a BSE degree holder the likelihood of continuing his/her education was three out of five; for a BA degree holder it was two out of five; and for a BBA degree holder, only one out of five (TABLE 38B).

Another very important college factor that correlated positively with graduate school attendance was, as might be expected, the students' academic accomplishment at Baruch, as measured by their grade-point averages or by graduating with honors. Those with a GPA of 3.00 or above had a greater likelihood of continuing their education (TABLE 38C). Similarly, students who had graduated with honors were more likely to go on to graduate school than those who had not (TABLE 38D).

Participation in extracurricular activities while at Baruch was, in general, positively related to subsequent graduate-school attendance. The specific activity showing the strongest positive relationship was participation in school publications (TABLE 38E), followed by student government (TABLE 38F), professional clubs (TABLE 38G), and special-interest groups (TABLE 38H). Participation in ethnic

or religious clubs, or in athletics, was not significantly related to academic outcome.

The respondents were asked to rate their Baruch instructors for five characteristics. Of these, three correlated significantly with graduate school attendance. The most closely related was Baruch instructors' perceived sensitivity to the student's feelings and problems (TABLE 38I); also significant were being able to meet with the instructors when needed (TABLE 38J), and being able to converse socially with professors in their major field (TABLE 38K). In each of these cases, a favorable rating of Baruch instructors was positively related to graduate school attendance.

The students who graduated in June and in February were more likely to continue their education further than those who graduated in September (TABLE 38L).

Students receiving remediation in Mathematics and interestingly students' perception of Baruch preparation for job as "very well" were positively related to their graduate school attendance (TABLES 38M and N).

Respondents' work experience while at Baruch was negatively related to going to higher schools (TABLE 38P).

The students' transfer status at Baruch was significantly related to their subsequent graduate or professional school attendance; students who studied continuously at Baruch during their undergraduate studies and those who transferred from non-CUNY colleges were more likely to attend graduate or professional schools than those who transferred from CUNY senior or community colleges (TABLE 38Q)

Table 39 lists the college-input variables which were tested and found to be not significantly related to respondents' attendance at graduate or professional school.

Interestingly, none of the ten student-input variables were significantly related to academic outcome (TABLE 40).

V. OCCUPATIONAL OUTCOME
AND ITS RELATION TO STUDENT AND COLLEGE INPUT

Student Input:

The respondents' occupational outcome, as measured by the salaries they were earning two years after graduation, were analyzed by the same 41 student - and college - input variables which were used for the analysis of academic outcome. In contrast to the situation found for academic outcome, occupational outcome was significantly influenced by six of the 10 student-input variables; these are shown in Table 41.

One of the most powerful factors affecting salary after graduation was the respondent's sex: there was a dramatic salary difference in favor of males (TABLE 41A). Figure 2 shows how salary varies with sex when race is held constant. Among white respondents, the average male graduate reported a salary $3,000 higher than that of the average female graduate. Among blacks, men have an advantage over women of just under $2,000 in slary; and among respondents of "other" races, the male-female differential was over $4,000.

Age was also significantly related to earnings. In the sample as a whole, the youngest respondents (those who were under 25 at the time of the survey) reported the lowest salaries. The next older group (26-35) and the oldest group (36 and over) were both earning more than the youngest group but did not differ from each other (TABLE 41B). This rather surprising finding is somewhat clarified in Figure 3, where the relationships between age and salary is analyzed with race and sex held constant. Among whites only, salary shows a steady increase with age (as should be expected, at least within the age ranges represented in our sample). This was true of both white males and white females. In all four non-white groups, however, there is no increase in reported income in the over-35-year-olds. Among black males, in fact, we do not even see the increase after age 25 which was observed in the group as a whole and in the other five race/sex subgroups.

Being married as a college student was related to higher salaries after graduation, perhaps because of an age difference between single and married students (TABLE 41C).

Not surprisingly, there was a significant positive relationship between financial independence during college and salary level after graduation (TABLE 41D). Moreover, among those students who were self-supporting while at Baruch, the size of their income before graduation was closely related to their salary after graduation (TABLE 41E). Among students who were dependent on their parents for support during college, however, a more complex relationship was found between parental income and the graduate's salary. Students from middle-income homes ($10,000 - $19,000) tended to earn less after graduation than did those from families with higher or lower incomes (TABLE 41F).

Respondents' political orientation at college entry, their choice of school at time of application to college, their religion, and their race had no significant impact on their salaries after graduation (TABLE 42).

College Input:

The college-input variables having a significant effect on occupational outcome are shown in Table 43.

The most important of these variables were the respondents' college majors (TABLE 43A) and the types of degrees they received from Baruch (TABLE 43B). Business majors and BBA-degree holders reported the highest salaries, followed by Liberal Arts majors and BA-degree holders; Education majors and BSE-degree recipients reported the lowest salaries. Figure 2 shows that, when race and sex are held constant, the same hierarchy of degrees (and, by implication, their associated major) holds true within almost every race/sex subgroup. Among white females, for example, the mean salary for BBA-degree holders is $16,942; for BA's, $14,236; for BSE's, $12,605. The same relationship is found among black females, black males,

and white males (although the latter group included no BSE's). Among members of other races, the relationship between salary and type of degree is not as clear, perhaps because of the small number of BA-degree holders.

Another highly significant relationship was that between current salary and the perceived relatedness of the graduate's job to his major while at Baruch. Graduates who said their jobs were "completely related" to their majors were likely to be earning higher salaries than those who perceived their jobs as "completely unrelated" (TABLE 43C). Similarly, respondents who said that Baruch had prepared them "very well" for their jobs reported higher salaries than those who rated their Baruch preparation as "poor" (TABLE 43D).

The perceived helpfulness of a Baruch degree in obtaining a job was also significantly related to current salary, but the relationship was not a linear one. Respondents who rated their Baruch degree "very helpful or "somewhat helpful" in obtaining a job were more likely to be earning salaries in the middle range ($15,000 - $24,999), while those who rated it "not helpful" were more likely to be earning salaries above or below that range (TABLE 43E).

Graduates who obtained their first job with the direct aid of Baruch (either through the Baruch Placement Office or the referral of a faculty member) tended to report earning higher salaries than those who obtained their first job through other sources. The lowest incomes were reported by those who had obtained jobs through employment agencies (TABLE 43F).

Also among the college variables most closely related to salary after graduation was enrollment status. Students who attended Baruch in the evenings reported substantially higher salaries after graduation than did those who had attended as day students. Within both the day and evening categories, there was a slight tendency for part-time students to earn more after graduation than full-time students (TABLE 43G). Both of these differences may reflect the greater age and work experience of evening and/or part-time students.

The respondents' transfer status at Baruch was significantly related to later salary; students who transferred to Baruch from other CUNY senior colleges, or from non-CUNY colleges, tended to earn higher salaries after graduation than first-time Baruch Freshman (TABLE 43H).

When work experience while at Baruch is examined for its effect on salary after graduation, a significant relationship in the expected direction is found: students who worked for at least two years during college earn more after graduation than those who had little or no college work experience (TABLE 43I). Figure 5 shows that this relationship holds true within every one of the six race/sex subgroups.

In general, the receipt of financial aid while in college was negatively related to salary after graduation. Six categories of student financial aid were found to have a significant negative relationship to later income: they were the college work-study program, Federal or State aid, SEEK stipends, Baruch grants or scholarships, and loans (TABLES 43J-N). Interestingly, receiving financial aid from sources other than those listed above was positively related to salary after graduation (TABLE 43P).

Of the various extracurricular activities investigated, only one - participation in professional clubs or societies - was significantly related to subsequent income. Respondents who said they had participated "very much" or "not at all" reported higher salaries after graduation than those who had participated "somewhat" (TABLE 43Q)

Finally, a significant negative relationship was found between receipt of remedial education during college and later salaries. Students who needed remediation in reading or mathematics at Baruch reported earning lower salaries after graduation than those who did not receive remedial courses (TABLES 43R and S).

Surprisingly, no significant relationship was found, except a slight trend, between salary after graduation and academic performance at Baruch, whether measured by grade-point average or by graduating with honors. Other college-input variables which were tested and found to be not significantly related to later income were the respondents' ratings of their Baruch instructors; participation in extracurricular activities (except professional clubs); and date of graduation (TABLE 44).

OVERVIEW OF FINDINGS

The employment of Baruch graduates is very high: almost all (96%) are employed. Nearly half are holding professional-level jobs and the majority of the remainder are working at middle or upper management levels.

The job market was very receptive to our graduates. About half of the respondents were already working or had job offers at the time they graduated. Another 25% required less than two months after graduation to obtain a full-time job.

Four out of five graduates are in occupations related to their undergraduate majors. Four out of every five say they are satisfied with their jobs.

The average salary for these graduates is over $18,000. The highest-paying jobs are obtained through the Baruch Placement Office or through referrals by Baruch faculty, and the lowest paying jobs are obtained through employment agencies.

Students' major field in college and type of Baruch degree were very important factors in predicting salaries after graduation. With race and sex held constant, Business majors received higher salaries than did Liberal Arts majors.

Work experience while at Baruch had a significant effect on graduates' salaries. Controlling for race and sex variables, students who worked for at least two years during college earned more after graduation than those who had little or no college work experience.

Race was not a factor in determining graduates' salaries.

Age was related to earnings. The youngest group of alumni, those under twenty-five, reported the lowest salaries.

Respondents' sex was a powerful factor affecting salary after graduation: there was a dramatic salary difference in favor of males.

Twenty-seven percent of the respondents were either attending graduate schools or had received their graduate degrees.

Graduate school attendance was strongly related to students' undergraduate major field and type of degree received (which is closely related to major). For a BSE degree holder the likelihood of continuing his/her education was three out of five; for a BA degree holder it was two out of five; and for a BBA degree holder, only one out of five.

Students' academic accomplishment at Baruch, as measured by grade-point averages or by graduating with honors, was a very important factor in graduate school attendance. Those with a GPA of 3.00 or above and/or those who had graduated with honors were more likely to go on to graduate schools.

A favorable rating of Baruch instructors was positively related to graduate school attendance.

The majority of alumni attending graduate schools chose to continue their higher education at Baruch.

Graduates' overall feelings about Baruch were assessed through an open-ended question about the things they liked best and least about the college. Alumni indicated that they most liked the quality of education at Baruch; they also liked the college's location.

The most disliked aspect of Baruch was its lack of campus, its buildings and classroom facilities.

When the graduates were asked whether, if they had to do it all over again, they would come to Baruch, 77 percent said that they would do so.

TABLE 1

CHOICE OF SCHOOL
AT TIME OF APPLICATION

COLLEGE	N	%
Baruch	525	63.3
A CUNY College other than Baruch	236	28.5
A College other than CUNY	68	8.2
TOTAL	829	100.0

TABLE 2

RACE DISTRIBUTION

RACE	N	%
White	535	65.2
Black	152	18.7
Puerto Rican	34	4.2
Hispanic other than PR	31	3.8
Asian/Oriental	50	6.1
American Indian	2	0.2
Other	14	1.7
TOTAL	819	100.0

TABLE 3

RELIGION

RELIGION	N	%
Jewish	184	22.7
Protestant	136	16.8
Catholic	330	40.8
None	125	15.5
Other	34	4.2
TOTAL	809	100.0

TABLE 4

INCOME

	DEPENDENT PARENTS' INCOME		INDEPENDENT STUDENTS' INCOME	
	N	%	N	%
Less than $4,000	156	42.2	70	15.1
$4,000 - $5,999	40	10.8	53	11.4
$6,000 - $7,999	34	9.2	48	10.3
$8,000 - $9,999	13	3.5	41	8.8
$10,000 - $14,999	34	9.2	97	20.9
$15,000 - $19,999	28	7.6	85	18.3
$20,000 - $29,999	36	9.7	49	10.5
$30,000 - $39,999	15	4.1	15	3.2
$40,000 or more	14	3.8	7	1.5
TOTAL	370	100.1	465	100.0

TABLE 5

RESIDENCE

	A. RESIDENCE WHILE IN BARUCH			B. RESIDENCE AT PRESENT		
PLACE OF RESIDENCE	N	%		N	%	
Manhattan	125	15.1		106	13.0	
Brooklyn	252	30.5		193	24.0	
Queens	302	36.6		276	33.9	
Bronx	85	10.3		67	8.2	
Staten Island	39	4.7		39	4.8	
Nassau/Suffolk	14	1.7	2.4	34	4.2	6.2
Westchester/Rockland	6	0.7		16	2.0	
Upstate, N.Y.	2	0.2		5	0.6	
Other than N.Y.S.	1	0.1		71	8.7	
Other than U.S.	0	0.0		6	0.7	
TOTAL	826	99.9		813	100.1	

TABLE 6

ENROLLMENT STATUS

ATTENDANCE	N	%
Day Full-time	582	70.2
Evening Full-time	74	8.9
Day Part-time	13	1.6
Evening Part-time	155	18.7
Mixed	5	0.6
TOTAL	829	100.0

TABLE 7

TRANSFER STUDENTS

FIRST-TIME FRESHMAN		CUNY COMM. COL.		CUNY SENIOR COL.		OTHER THAN CUNY	
N	%	N	%	N	%	N	%
396	47.7	261	31.4	83	10.0	91	11.0

TABLE 8

FINANCIAL AID

	COLLEGE WORK STUDY		FEDERAL/STATE GRANTS		SEEK STIPEND		BARUCH SCH./GRANTS		LOANS		OTHER SOURCES	
	N	%	N	%	N	%	N	%	N	%	N	%
YES	72	10.9	488	61.4	30	4.7	64	9.8	126	18.9	68	11.4
NO	591	89.1	307	38.6	608	95.3	587	90.2	542	81.1	526	88.6
TOTAL	663	100.0	795	100.0	638	100.0	651	100.0	668	100.1	594	100.0

TABLE 9

MARITAL STATUS

MARITAL STATUS	WHILE AT BARUCH N	WHILE AT BARUCH %	AT SURVEY TIME N	AT SURVEY TIME %
Single	571	69.7	394	50.6
Married	216	26.4	330	42.4
Separated	8	1.0	13	1.7
Divorced	19	2.3	25	3.2
Living with someone	5	0.6	17	2.2
TOTAL	819	100.0	779	100.1

TABLE 10

EMPLOYMENT WHILE ATTIENDING BARUCH

AMOUNT OF EMPLOYMENT	N	%
Was not employed	101	12.1
Employed occasionally	139	16.7
Employed 2 years or more	593	71.2
TOTAL	833	100.0

TABLE 11

UNDERGRADUATE MAJOR FIELD

MAJOR	N	%
Marketing	219	26.3
Accountancy	202	24.3
Management	123	14.8
Finance & Investment	45	5.4
Statistics	25	3.0
Psychology	21	2.5
Sociology	19	2.3
English	17	2.0
Insurance	16	1.9
Public Administration	16	1.9
Political Science	15	1.8
Business Education	13	1.6
Office Mgmnt. & Sec. Stu.	11	1.3
History	11	1.3
Economics	10	1.2
Industrial Psychology	10	1.2
Elementary Education	10	1.2
Special Education	10	1.2
Real Estate	5	0.6
Music	5	0.6
Spanish	4	0.5
Mathematics	3	0.4
Economics (L.A.)	1	0.1
Philosophy	1	0.1
Statistics (L.A.)	1	0.1
Other	18	2.2
TOTAL	831	99.8

* Statistics includes computer science majors

TABLE 12

REMEDIAL COURSES TAKEN

	READING		MATHEMATICS	
	N	%	N	%
None	669	87.9	536	78.8
One or more courses	92	12.1	144	21.2
TOTAL	761	100.0	680	100.0

TABLE 13

UNDERGRADUATE PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

	Ethnic Clubs		Student Government		School Publications		Athletic Activities		Special Interest Groups		Professional Clubs	
	N	%	N	%	N	%	N	%	N	%	N	%
Very much	46	5.7	23	2.8	28	3.5	30	3.7	47	5.8	124	15.2
Somewhat	104	12.8	77	9.5	57	7.0	105	7.0	109	13.4	254	31.1
Not at all	662	81.5	711	87.7	724	89.5	675	83.3	656	80.8	439	53.7
TOTAL	812	100.0	811	100.0	809	100.0	810	100.0	812	100.0	811	100.0

TABLE 14

RATINGS OF BARUCH SERVICES

	Curriculum & Courses		Registration Procedures		Admission Procedures		Curricular Guidance		Personal Counseling		Financial Aid Office		Career Counseling		Placement Office	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Good	548	66.8	128	15.5	248	31.2	181	22.0	135	16.5	105	12.7	80	9.7	127	15
Fair	252	30.7	368	44.6	439	55.3	340	41.3	195	23.8	211	25.6	179	21.8	195	23
Poor	20	2.4	329	39.8	107	12.5	184	22.3	145	17.7	128	15.5	199	22.2	173	20
Never used	-	-	-	-	-	-	119	14.4	343	41.9	381	46.2	363	44.2	331	40
TOTAL	820	99.9	825	99.9	794	100.0	834	100.0	818	99.9	825	100.0	821	99.9	826	100

TABLE 15

TEACHER EVALUATION

RATINGS	MOST OF THE TIME N	%	SOME OF THE TIME N	%	NEVER N	%
I could meet with the instructor when I needed to	228	27.6	476	57.6	122	14.6
Instructor knew me by my first name	304	36.9	427	51.8	93	11.3
I conversed socially with all professors in my major field	158	19.1	430	52.1	238	28.8
Instructor's material was well organized & presented	378	45.5	450	54.2	2	0.2
Instructor was sensitive to my feelings & problems	174	21.3	541	66.1	103	12.6

TABLE 16

GRADUATION DATE

	N	%
ebruary 1978	259	31
une 1978	440	53
eptember 1978	126	15
TOTAL	825	99

TABLE 17

GRADE-POINT AVERAGE AT GRADUATION

G.P.A.	N	%
3.80 - 4.00	46	5.6
3.50 - 3.79	108	13.1
3.20 - 3.49	153	18.6
3.00 - 3.19	194	23.5
2.50 - 2.99	268	32.5
2.00 - 2.49	55	6.7
TOTAL	824	100.0

TABLE 18

GRADUATED WITH HONORS

	N	%
es	207	25.0
o	613	75.0
TOTAL	820	100.0

TABLE 19

TYPE OF DEGREE

DEGREE	N	%
BBA	676	81.4
BA	119	14.3
BSE	35	4.2
TOTAL	830	99.9

TABLE 20

RESPONDENTS' VIEW ON OPEN ADMISSION POLICIES

DEGREE OF APPROVAL	N	%
Strongly approve	176	22.4
Approve somewhat	260	33.1
Strongly disapprove	350	44.5
TOTAL	786	100.0

TABLE 21

POLITICAL ORIENTATION

	A. At College Entry		B. At Present	
	N	%	N	%
Far left	32	4.0	21	2.7
Liberal	254	32.0	179	22.6
Middle-of-the-road	338	42.6	367	46.3
Conservative	162	20.4	215	27.1
Far right	8	1.0	10	1.3
Total	794	100.0	792	100.0

FIGURE 1

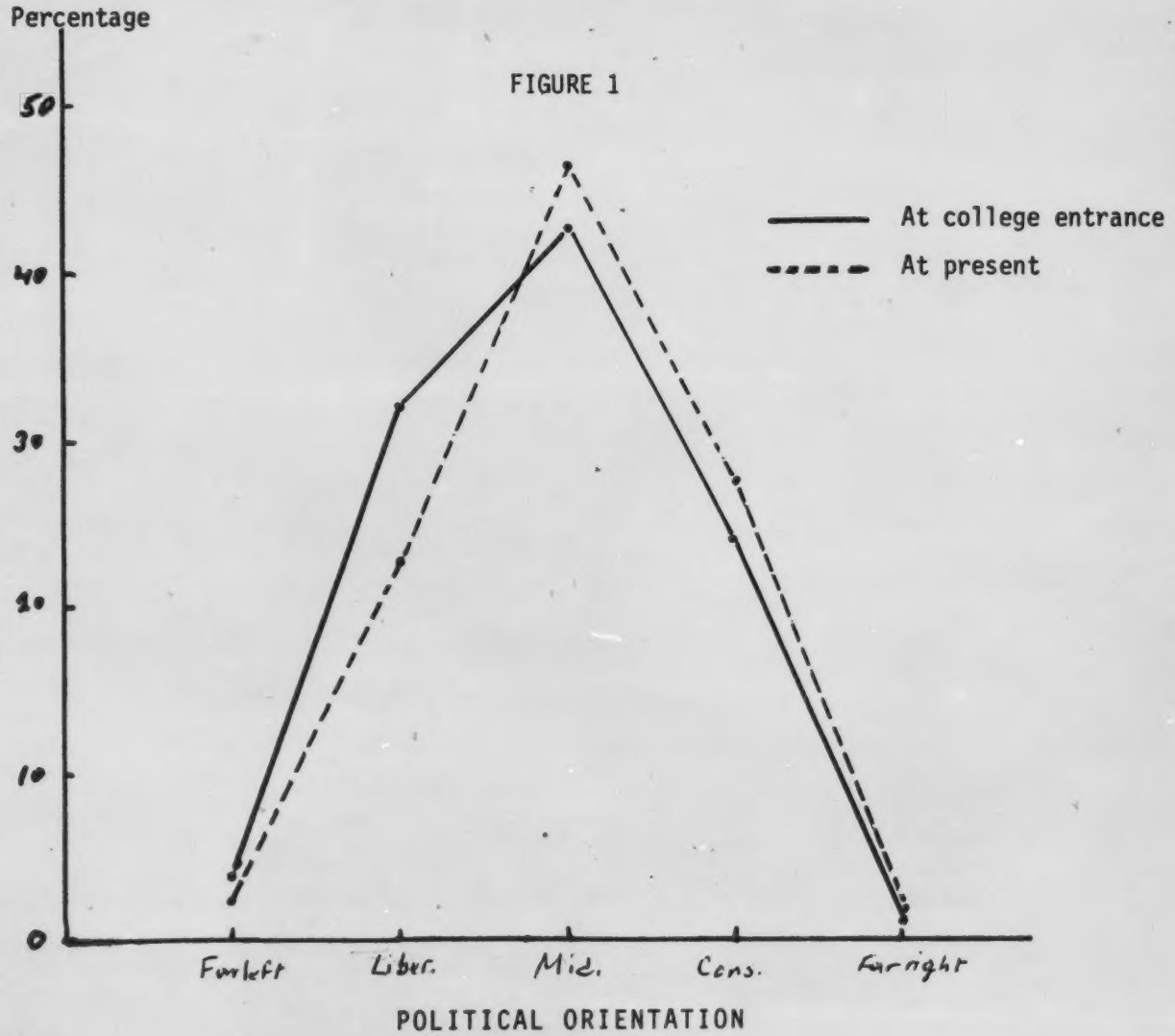


TABLE 22

WHAT LIKED BEST AND LEAST AT BARUCH

A. LIKED BEST

	N	%
Education	262	37.0
Professors	209	29.5
Location	74	10.4
Students	66	9.3
Good reputation	46	6.5
College atmosphere	22	3.1
Tuition	18	2.5
Competitiveness	7	1.0
Tony, the elevator man	5	0.7
TOTAL	709	100.0

B. LIKED LEAST

	N	%
Lack of campus	115	20.2
Building & classrooms	98	17.3
Registration	83	14.6
Location	40	7.0
Course closings	38	6.7
Student apathy	37	6.5
Counseling	29	5.1
Student body	28	4.9
Lack of social life	28	4.9
Elevators	21	3.7
Placement Office	15	2.6
Curriculum	10	1.8
Evening session	10	1.8
Open enrollment	6	1.1
Inadequate Student Center	5	0.9
Partiality towards business majors	5	0.9
TOTAL	568	100.0

TABLE 23

WOULD COME TO BARUCH AGAIN

	N	%
Yes	603	76
No	187	24
TOTAL	790	100

TABLE 24

DISTRIBUTION OF RESPONDENTS BY THEIR
GRADUATE SCHOOL ATTENDANCE

SCHOOL ATTENDANCE PATTERN	N	%
graduate degree	20	2.4
In school full-time	53	6.4
In school part-time	151	18.3
Not in school	602	72.9
TOTAL	826	100.0

TABLE 25

RATING BARUCH PREPARATION FOR GRADUATE SCHOOL

RATING	N	%
Very well	115	51.6
Fairly well	99	44.4
Poorly	9	4.0
TOTAL	223	100.0

TABLE 26

TYPE OF GRADUATE DEGREE INTENDED

DEGREE	N	%
MBA	129	58.4
MS	31	14.0
MA	18	8.1
Law	16	7.2
Ph.D.	5	2.3
MPA	4	1.8
Ed D	1	0.5
MD	1	0.5
Other	16	7.2
TOTAL	221	100.0

TABLE 27

GRADUATE MAJOR FIELD

MAJOR	N	%
Finance & Investment	32	15.0
Marketing	20	9.4
Management	18	8.5
Computer Methodology	16	7.5
Law	15	7.0
Taxation	14	6.6
Accountancy	12	5.6
Special Education	12	5.6
Business Admin. & Policy	7	3.3
Statistics	5	2.3
Psychology	5	2.3
Elementary Education	5	2.3
Economics	4	1.9
Health Care Administration	4	1.9
International Marketing	4	1.9
History	4	1.9
Dentistry	2	0.9
International Business	2	0.9
Medicine	2	0.9
Operational Research	2	0.9
Public Administration	2	0.9
Business Education	2	0.9
Other Education	2	0.9
Economics (L.A.)	2	0.9
English	2	0.9
Mathematics	2	0.9
Political Science	2	0.9
Other	14	6.6
TOTAL	213	99.5

TABLE 28

NAME OF GRADUATE SCHOOL ATTENDING

	N	%
Baruch College	43	21.6
St. John's University	23	11.6
Pace Univeristy	22	11.1
New York University	16	8.0
Long Island University	13	6.5
Hunter College	6	3.0
New School for Social Research	5	2.5
City College	5	2.5
Fordham Univeristy	5	2.5
Adelphi University	5	2.5
Benjamin Cordoza Law School	4	2.0
Columbia University	4	2.0
Brooklyn College	3	1.5
George Washington University	2	1.0
Queens College	2	1.0
CUNY Graduate Center	2	1.0
N.Y. Institute of Technology	2	1.0
Amer. Col. of Insurance	2	1.0
Boston University	2	1.0
Hofstra University	2	1.0
Yeshiva University	2	1.0
University of Bridgeport	1	0.5
Yale University	1	0.5
SUNY - Stony Brook	1	0.5
University of New Haven	1	0.5
N.Y. Actuaries Club	1	0.5
University of Oklahoma	1	0.5
North Eastern University	1	0.5
Sarah Lawrence College	1	0.5
Rutgers University	1	0.5
University of Connecticut	1	0.5
Manhattan College	1	0.5
University of Maryland	1	0.5
St. George's University School of Medicine	1	0.5
Millard Milford Hospital	1	0.5
University of California	1	0.5
University of Michigan	1	0.5
Temple Univ. School of Law	1	0.5
University of Wisconsin Law School	1	0.5
Wagner College	1	0.5
University of Penn. Wharton School of Law	1	0.5
Other	9	4.5
TOTAL	199	99.8

TABLE 29

DISTRIBUTION OF RESPONDENTS BY THEIR EMPLOYMENT PATTERN

EMPLOYMENT PATTERN	N	%
Working full-time	752	91.0
Working part-time	39	4.7
Not working	35	4.2
TOTAL	826	99.9

TABLE 30

DISTRIBUTION OF RESPONDENTS BY THEIR
EMPLOYMENT AND GRAD/PROF SCHOOL ATTENDANCE PATTERN

	N	%
WORKING FULL TIME N = 572 (91.0%)		
Received graduate degree	16	1.9
In school full time	21	2.5
In school part time	138	16.7
Not in school	577	69.9
WORKING PART TIME N = 39 (4.7%)		
Received graduate degree	1	0.1
In school full time	17	2.0
In school part time	8	1.0
Not in school	13	1.6
NOT WORKING N = 35 (4.2%)		
Received graduate degree	2	0.2
Received grad. degree in school full time	1	0.1
In school full time	15	1.8
In school part time	5	0.6
Not in school	12	1.4
TOTAL	826	99.9

TABLE 31

TYPE OF FIRM EMPLOYED WITH

TYPE OF FIRM	N	%
Banking & Finance	103	14.0
City/State/Federal	92	12.5
Accounting	88	12.0
Manufacturing	87	11.8
Service	78	10.6
Insurance	63	8.6
Retail/Wholesale	62	8.4
Educational	32	4.4
Other	130	17.7
TOTAL	735	100.0

TABLE 32

LEVEL OF CURRENT POSITION

LEVEL OF POSITION	N	%
Upper Management	43	5.7
Middle Management	190	25.2
Professional Staff	369	48.9
Sales	31	4.1
Clerical	67	8.9
Other	54	7.2
TOTAL	754	100.0

TABLE 33

RELATION OF JOB TO MAJOR

	N	%	
Completely related	313	41.3	80.0%
Somewhat related	293	38,7	
Completely unrelated	151	19.9	
TOTAL	757	99.9	

TABLE 34

DEGREE OF SATISFACTION WITH CURRENT JOB

	N	%	
Very Satisfied	261	34.6	79.8%
Somewhat satisfied	341	45.2	
Somewhat dissatisfied	102	13.5	20.1%
Very dissatisfied	50	6.6	
TOTAL	754	99.9	

TABLE 33 A

DEGREE OF JOB RELATION TO MAJOR*

	Job Completely or Somewhat Related		Total
	N	%	N
Accounting	181	95	190
Statistics/Comp. Sci.	20	91	23
Insurance	12	86	14
Management	93	82	114
Public Administration	12	80	15
Marketing	149	77	193
Finance & Investment	33	75	44
Psychology	9	64	14
English	7	58	12
Sociology	9	53	17
Political Science	5	42	12
History	4	40	10

TABLE 34 A

DEGREE OF JOB SATISFACTION BY MAJOR*

	Very or Somewhat Satisfied		Total
	N	%	N
Statistics/Comp. Sci.	21	95	22
Accounting	173	91	190
Psychology	12	86	14
Finance & Investment	36	82	44
Marketing	149	77	194
Sociology	13	76	17
Political Science	9	75	12
Insurance	10	71	14
Management	79	70	113
History	7	70	10
English	8	67	12
Public Administration			

* Percentages are in descending order
Majors with total numbers less than 10 are not used

TABLE 35

RATING BARUCH PREPARATION FOR JOB

	N	%
Very well	239	32.1
Fairly well	410	55.1
Poorly	95	12.8
TOTAL	744	100.0

TABLE 36

HELP OF BARUCH DEGREE IN OBTAINING JOB

	N	%
Very helpful	276	36.8
Somewhat helpful	272	36.2
Not helpful	203	27.0
TOTAL	751	100.0

TABLE 35A

RATING BARUCH PREPARATION FOR JOB

BY MAJOR

	Very or Fairly Well		Total
MAJOR	N	%	N
Accounting	182	96	190
Public Administration	13	93	14
Finance & Investment	39	89	44
Marketing	169	89	190
Management	96	86	111
Sociology	13	76	17
Political Science	9	75	12
Statistics/Computer Sci.	16	68	22
English	7	64	11
Psychology	9	64	14

TABLE 36A

RATING BARUCH DEGREE FOR OBTAINING JOB

BY MAJOR

	Very or Somewhat Helpful		Total
MAJOR	N	%	N
Accounting	163	86	189
Statistics/Comp. Sci.	19	83	23
Psychology	11	79	14
English	9	75	12
Public Administration	11	73	15
Marketing	136	71	192
Sociology	12	71	17
Finance & Investment	29	66	44
Insurance	9	64	14
Management	69	62	112
Political Science	5	50	10

TABLE 37

LENGTH OF TIME TO OBTAIN FIRST FULL-TIME JOB

Amount of time	N	%
Less than two months	193	26.0
Three to six months	130	17.5
Seven months to one year	35	4.7
Over one year	33	4.5
Was already employed	251	33.9
Had job offer	99	13.3
TOTAL	741	99.9

TABLE 37a

SOURCE OF HEARING OF FIRST FULL-TIME JOB

SOURCE	N	%
Applied directly	130	20.1
Referred by friend	113	17.5
Employment agency	99	15.3
Baruch Placement Office	95	14.7
Newspaper ad	72	11.1
Referred by faculty	27	4.1
Referred by parent	16	2.5
Other	95	14.7
TOTAL	647	100.0

TABLE 38

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
COLLEGE INPUT VARIABLES

GNIFICANTLY RELATED:

	Positively Related	Negatively Related	Probability
dergraduate major	Education majors	Business majors	<.0001
pe of Baruch degree	BSE	BBA	<.0001
ruch grade-point average	3.0 or above	Below 3.0	<.0001
rticipation in school publications	Very much	Somewhat/ Not at all	<.0001
tings of instructors' sensitivity to tudents' feelings and problems	Most of the time	Never	.0001
ing able to meet with the nstructor when needed	Most of the time	Never	.001
rticipation in student government	Very much	Not at all	.002
ansfer status	From non-CUNY Col. or first-time freshman	From a CUNY Senior or Com. Col.	.004
rk experience while at Baruch	None	2 years or more	.01
rticipation in professional clubs	Very much	Somewhat/ Not at all	.01
ceiving remediation in Mathematics	Yes	No	.02
aduating with honors	Yes	No	.03
ing able to engage in conversation ith instructors in major field	Yes	No	.03
aduation date	June	September	.04
tings of Baruch Preparation for job	Very well	Poorly	.05
rticipation in special interest groups	Very much	Not at all	.05

TABLE 38 A

IMPACT OF UNDERGRADUATE MAJOR ON
GRADUATE SCHOOL ATTENDANCE

	Bus. Majors	Lib. Arts Majors	Educ. Majors
	N = 675	N = 97	N = 32
	%	%	%
Attending Graduate School/Graduated	22	40	56
Not attending Graduate School	78	60	44
TOTAL	100	100	100

TABLE 38B

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
TYPE OF BARUCH DEGREE

	BBA	BA	BSE
	N = 669	N = 118	N = 34
	%	%	%
Attending Graduate School/Graduated	21	40	59
Not attending Graduate School	79	60	41
TOTAL	100	100	100

TABLE 38C

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
BARUCH GRADE-POINT AVERAGE

	2.00 - 2.99	3.00 - 4.00
	N = 319	N = 496
	%	%
Attending Graduate School/Graduated	18	32
Not attending Graduate School	82	68
TOTAL	100	100

TABLE 38D

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
GRADUATING WITH HONORS

	Yes	No
	N = 204	N = 608
	%	%
Attending Graduate School/Graduated	32	24
Not attending Graduate School	68	76
TOTAL	100	100

TABLE 38E

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
PARTICIPATION IN SCHOOL PUBLICATIONS

	Very Much	Somewhat	Not at all
	N = 28	N = 56	N = 719
	%	%	%
Attending Graduate School/Graduated	64	29	24
Not attending Graduate School	36	71	76
TOTAL	100	100	100

TABLE 38 F

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
PARTICIPATION IN STUDENT GOVERNMENT

	Very Much	Somewhat	Not at all
	N = 21	N = 72	N = 711
	%	%	%
Attending Graduate School/Graduated	57	29	25
Not attending Graduate School	43	71	75
TOTAL	100	100	100

TABLE 38G

RELATION OF GRADUATE SCHOOL ATTENDANCE TO PARTICIPATION IN PROFESSIONAL CLUBS.

	Very Much	Somewhat	Not at all
	N = 122	N = 256	N = 436
	%	%	%
Attending Graduate School/Graduated	36	24	24
Not attending Graduate School	64	76	76
TOTAL	100	100	100

TABLE 38H

RELATION OF GRADUATE SCHOOL ATTENDANCE TO PARTICIPATION IN SPECIAL INTEREST GROUPS

	Very much	Somewhat	Not at all
	N = 43	N = 107	N = 655
	%	%	%
Attending Graduate School/Graduated	37	32	24
Not attending Graduate School	63	68	76
TOTAL	100	100	100

TABLE 38I

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
RATINGS OF INSTRUCTORS' SENSITIVITY TO STUDENT'S FEELINGS AND PROBLEMS

	Most of the time	Some of the time	Never
	N = 173	N = 540	N = 102
	%	%	%
Attending Graduate School/Graduated	37	25	14
Not attending Graduate School	63	75	86
TOTAL	100	100	100

TABLE 38J

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
BEING ABLE TO MEET WITH THE INSTRUCTOR WHEN NEEDED

	Most of the time	Some of the time	Never
	N = 223	N = 479	N = 119
	%	%	%
Attending Graduate School/Graduated	35	22	24
Not attending Graduate School	65	78	76
TOTAL	100	100	100

TABLE 38K

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
BEING ABLE TO ENGAGE IN SOCIAL CONVERSATION WITH INSTRUCTORS IN MAJOR FIELD

	Most of the time	Some of the time	Never
	N = 156	N = 428	N = 235
	%	%	%
Attending Graduate School/Graduated	33	26	21
Not attending Graduate School	67	74	79
TOTAL	100	100	100

TABLE 38L

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
GRADUATION DATE

	Feb.	June	Sept.
	N = 255	N = 435	N = 125
	%	%	%
Attending Graduate School/Graduated	24	28	18
Not attending Graduate School	76	72	82
TOTAL	100	100	100

TABLE 38M

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
RECEIVING REMEDIATION IN MATHEMATICS

	None	One or More
	N = 527	N = 144
	%	%
Attending Graduate School/Graduated	24	34
Not attending Graduate School	76	66
TOTAL	100	100

TABLE 38N

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
RATINGS OF BARUCH PREPARATION FOR JOB

	Very well	Fairly well	Poorly
	N = 236	N = 407	N = 93
	%	%	%
Attending Graduate School/Graduated	28	21	17
Not attending Graduate School	72	79	83
TOTAL	100	100	100

TABLE 38P

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
WORK EXPERIENCE AT BARUCH

	None	2 Years or more
	N = 237	N = 586
	%	%
Attending Graduate School/Graduated	32	23
Not attending Graduate School	68	77
TOTAL	100	100

TABLE 38Q

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
TRANSFER STATUS

	First-Time Freshman	From CUNY Com. Co.	From CUNY Senior Col.	From a Non-CUNY Col.
	(392)%	(259)%	(83)%	(89)%
Attending Graduate School/Graduated	30	19	22	32
Not attending Graduate School	70	81	78	68
TOTAL	100	100	100	100

TABLE 39

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
COLLEGE INPUT VARIABLES

NOT SIGNIFICANTLY RELATED:

The instructor's addressing the student by his/her first name

The instructor's material was well prepared and delivered

Enrollment status at Baruch

Participation in ethnic clubs

Participation in athletics

Receiving remediation in Reading

Participation in college work study program

Receiving Federal or State aid

Receiving SEEK stipend

Receiving Baruch scholarships or grants

Receiving loans

Receiving aid from other sources

Relation of current job to Baruch major

Help of Baruch degree in obtaining job

Source of first job

TABLE 40

RELATION OF GRADUATE SCHOOL ATTENDANCE TO
STUDENT INPUT

NOT SIGNIFICANTLY RELATED:

Financial dependence/independence while in college

Parents' income if dependent

Income if independent

Marital status at Baruch

Political orientation at college entry

Choice of school at time of application to college

Age

Religion

Race

Sex

TABLE 41

RELATION OF CURRENT SALARY TO
STUDENT INPUT VARIABLES

IGNIFICANTLY RELATED:

	POSITIVELY RELATED	NEGATIVELY RELATED	PROBABILITY
ex	Male	Female	< .0001
ge at present	26 or older	25 or younger	< .0001
arital status at Baruch	Married	Single	< .0001
inancial dependence or independence while in college	Independent	Dependent	< .0001
ncome, if financially independent	$20,000 or more	Less than $10,000	< .0001
arents' income, if dependent	$20,000 or more	$10,000-$19,999	.05

TABLE 41A

RELATION OF CURRENT SALARY TO
SEX

YEARLY SALARY	MALE	FEMALE
	(458)%	(273) %
Less than $15,000	27	49
$15,000 - $24,999	58	45
$25,000 or more	15	6
TOTAL	100	100

TABLE 41B

RELATION OF CURRENT SALARY TO
AGE AT PRESENT

YEARLY SALARY	25 OR YOUNGER	26-35	36 OR OLDER
	(391) %	(248) %	(97) %
Less than $15,000	42	27	27
$15,000 - $24,999	54	52	51
$25,000 or more	4	21	22
TOTAL	100	100	100

TABLE 41C

RELATION OF CURRENT SALARY
MARITAL STATUS AT BARUCH

YEARLY SALARY	SINGLE	MARRIED	SEPARATED	DIVORCED	LIVING WITH SOMEONE
	(516) %	(180) %	(8) %	(17) %	(7) %
Less than $15,000	39	27	13	18	57
$15,000 - $24,999	55	48	75	47	14
$25,000 or more	6	24	12	35	29
TOTAL	100	99	100	100	100

TABLE 41D

RELATION OF CURRENT SALARY TO
FINANCIAL DEPENDENCE/INDEPENDENCE
WHILE IN COLLEGE

YEARLY SALARY	DEPENDENT	INDEPENDENT
	(359) %	(375) %
Less than $15,000	42	28
$15,000 - $24,999	54	52
$25,000 or more	4	20
TOTAL	100	100

TABLE 41E

RELATION OF CURRENT SALARY TO
INCOME (IF FINANCIALLY INDEPENDENT IN COLLEGE)

YEARLY SALARY	LESS THAN $10,000 (185) %	$10,000 TO $19,999 (161) %	$20,000 OR MORE (65) %
Less than $15,000	45	20	9
$15,000 - $24,999	51	58	40
$25,000 or more	4	22	51
TOTAL	100	100	100

TABLE 41F

RELATION OF CURRENT SALARY TO
PARENTS' INCOME (IF FINANCIALLY DEPENDENT IN COLLEGE)

YEARLY SALARY	LESS THAN $10,000 (215) %	$10,000 TO $19,999 (52) %	$20,000 OR MORE (61) %
Less than $15,000	39	54	33
$15,000 - $24,999	57	46	59
$25,000 or more	4	0	8
TOTAL	100	100	100

TABLE 42

RELATION OF CURRENT SALARY TO
STUDENT INPUT

NOT SIGNIFICANTLY RELATED:

Political orientation at college entry

Choice of school when applied to college

Religion

Race

TABLE 43

RELATION OF CURRENT SALARY TO COLLEGE INPUT VARIABLES

SIGNIFICANTLY RELATED:

	Positively Related	Negatively Related	Probability
Undergraduate major	Business major	Education major	< .0001
Type of Baruch degree	BBA	BSE	< .0001
Relation of current job to Baruch major	Completely related	Completely unrelated	< .0001
Enrollment status at Baruch	Evening	Day	< .0001
Receipt of Federal or State aid	No	Yes	< .0001
Participation in college work-study program	No	Yes	.0001
Participation in professional clubs	Very much	Somewhat	.0002
Help of Baruch degree in obtaining job	(see text)	(see text)	.0002
Work experience at Baruch	2 years or more	None or occasionally	.0004
Ratings of Baruch preparation for job	Very well or Fairly well	Poorly	.0006
Source of first job	Referred by a teacher/Baruch Placement Office/Other	Employment Agency	.0009
Transfer status	From a CUNY senior or non-CUNY coll.	First-time Freshman	.001
Receipt of financial aid from other sources	Yes	No	.003
Receipt of Baruch scholarships or grants	No	Yes	.003
Receipt of remediation in Reading	No	Yes	.007
Receipt of SEEK stipend	No	Yes	.01
Receipt of remediation in Math.	No	Yes	.02
Receipt of loans	No	Yes	.02

TABLE 43A

IMPACT OF UNDERGRADUATE MAJOR ON
CURRENT SALARY

YEARLY SALARY	BUS. MAJORS (622) %	LIB. ARTS MAJORS (177) %	EDUC. MAJORS (24) %
Less than $15,000	31	52	83
$15,000 - $24,999	56	42	17
$25,000 or more	13	6	0
TOTAL	100	100	100

TABLE 43B

RELATION OF CURRENT SALARY TO
TYPE OF BARUCH DEGREE

YEARLY SALARY	BBA (617) %	BA (89) %	BSE (26) %
Less than $15,000	31	51	85
$15,000 - $24,999	56	41	15
$25,000 or more	13	8	-
TOTAL	100	100	100

TABLE 43C

RELATION OF CURRENT SALARY TO
RELATION OF CURRENT JOB TO BARUCH MAJOR

YEARLY SALARY	COMPLETELY RELATED	SOMEWHAT RELATED	COMPLETELY RELATED
	(304) %	(287) %	(144) %
Less than $15,000	26	36	55
$15,000 - $24,999	60	53	37
$25,000 or more	14	11	8
TOTAL	100	100	100

TABLE 43D

RELATION OF CURRENT SALARY TO
RATINGS OF BARUCH PREPARATION FOR JOB

YEARLY SALARY	VERY WELL	FAIRLY WELL	POORLY
	(235) %	(397) %	(92) %
Less than $15,000	31	33	53
$15,000 - $24,999	60	53	40
$25,000 or more	9	14	7
TOTAL	100	100	100

TABLE 43E

RELATION OF CURRENT SALARY TO
HELP OF BARUCH DEGREE IN OBTAINING JOB

YEARLY SALARY	VERY HELPFUL	SOMEWHAT HELPFUL	NOT HELPFUL
	(272) %	(266) %	(193) %
Less than $15,000	35	33	39
$15,000 - $24,999	58	56	42
$25,000 or more	7	11	19
TOTAL	100	100	100

TABLE 43F

RELATION OF CURRENT SALARY TO
SOURCE OF FIRST JOB

	BARUCH EMPLOYMENT OF.	EMPLOYMENT AGENCY	NEWSPAPER AD	REFERRED BY A TEACHER	REFERRED BY A FRIEND	REFERRED BY A PARENT	APPLIED SELF	OTHER
	(94) %	(98) %	(67) %	(26) %	(112) %	(16) %	(126) %	(95) %
Less than $15,000	26	54	40	23	40	31	42	24
$15,000 - $24,999	68	37	52	69	51	69	53	61
$25,000 or more	6	9	8	8	9	0	5	15
TOTAL	100	100	100	100	100	100	100	100

TABLE 43G

RELATION OF CURRENT SALARY TO
ENROLLMENT STATUS AT BARUCH

YEARLY SALARY	DAY F/T	DAY P/T	EVENING F/T	EVENING P/T
	(509) %	(12) %	(66) %	(140) %
Less than $15,000	42	42	20	18
$15,000 - $24,999	53	41	57	54
$25,000 or more	6	17	23	28
TOTAL	101	100	100	100

TABLE 43H

RELATION FO CURRENT SALARY TO
TRANSFER STATUS

YEARLY SALARY	FIRST-TIME FRESHMAN	FROM CUNY COMM. COL.	FROM CUNY SENIOR COL.	FROM A NON-CUNY COL.
	(346) %	(239) %	(74) %	(74) %
Less than $15,000	40	32	30	27
$15,000 - $24,999	54	52	51	57
$25,000 or more	6	16	19	16
TOTAL	100	100	100	100

TABLE 43I

RELATION OF CURRENT SALARY TO
WORK EXPERIENCE AT BARUCH

YEARLY SALARY	NONE OR OCCASIONAL	2 YEARS OR MORE
	(188) %	(548) %
Less than $15,000	46	31
$15,000 - $24,999	47	55
$25,000 or more	7	14
TOTAL	100	100

TABLE 43J

RELATION OF CURRENT SALARY TO
PARTICIPATION IN COLLEGE WORK-STUDY PROGRAM

YEARLY SALARY	YES	NO
	(56) %	(529) %
Less than $15,000	57	31
$15,000 - $24,999	41	54
$25,000 or more	2	15
TOTAL	100	100

TABLE 43K

RELATION OF CURRENT SALARY TO
RECEIPT OF FEDERAL OR STATE AID

YEARLY SALARY	YES	NO
	(421) %	(280) %
Less than $15,000	40	28
$15,000 - $24,999	55	50
$25,000 or more	5	22
TOTAL	100	100

TABLE 43L

RELATION OF CURRENT SALARY TO
RECEIPT OF SEEK STIPEND

YEARLY SALARY	YES	NO
	(21) %	(544) %
Less than $15,000	62	32
$15,000 - $24,999	33	54
$25,000 or more	5	14
TOTAL	100	100

TABLE 43M

RELATION OF CURRENT SALARY TO
RECEIPT OF BARUCH GRANTS OR SCHOLARSHIPS

YEARLY SALARY	YES	NO
	(50) %	(527) %
Less than $15,000	52	32
$15,000 - $24,999	46	54
$25,000 or more	2	14
TOTAL	100	100

TABLE 43N

RELATION OF CURRENT SALARY TO
RECEIPT OF LOANS

YEARLY SALARY	YES	NO
	(109) %	(486) %
Less than $15,000	39	32
$15,000 - $24,999	55	53
$25,000 or more	6	15
TOTAL	100	100

TABLE 43P

RELATION OF CURRENT SALARY TO
RECEIPT OF FINANCIAL AID FROM OTHER SOURCES

YEARLY SALARY	YES	NO
	(61) %	(470) %
Less than $15,000	20	33
$15,000 - $24,999	52	54
$25,000 or more	28	13
TOTAL	100	100

TABLE 43Q

RELATION OF CURRENT SALARY TO
PARTICIPATION IN PROFESSIONAL CLUBS

YEARLY SALARY	VERY MUCH	SOMEWHAT	NOT AT ALL
	(106) %	(230) %	(389) %
Less than $15,000	25	38	35
$15,000 - $24,999	69	54	49
$25,000 or more	6	8	16
TOTAL	100	100	100

TABLE 43R

RELATION OF CURRENT SALARY TO
RECEIPT OF REMEDIATION IN READING

YEARLY SALARY	NONE	1 OR 2 COURSES TAKEN
	(593) %	(77) %
Less than $15,000	34	44
$15,000 - $24,999	53	55
$25,000 or more	13	1
TOTAL	100	100

TABLE 43S

RELATION OF CURRENT SALARY TO
RECEIPT OF REMEDIATION IN MATHEMATICS

YEARLY SALARY	NONE	1 OR 2 COURSES TAKEN
	(482) %	(120) %
Less than $15,000	34	47
$15,000 - $24,999	53	44
$25,000 or more	13	9
TOTAL	100	100

TABLE 44

RELATION OF CURRENT SALARY TO COLLEGE INPUT

NOT SIGNIFICANTLY RELATED:

Being able to meet with the instructor when needed

The instructor's addressing the student by his/her first name

Being able to engage in social conversation with the instructor in major field

The instructor's material was well organized and presented

Instructor's sensitivity to student's feelings and problems

Participation in ethnic clubs

Participation in student government

Participation in school publications

Participation in athletics

Participation in special interest groups

Graduation date

Baruch grade point average

Graduating with honors

FIGURE 2

AVERAGE ANNUAL EARNINGS OF FULL-TIME EMPLOYED GRADUATES

BY SEX

(RACE HELD CONSTANT)

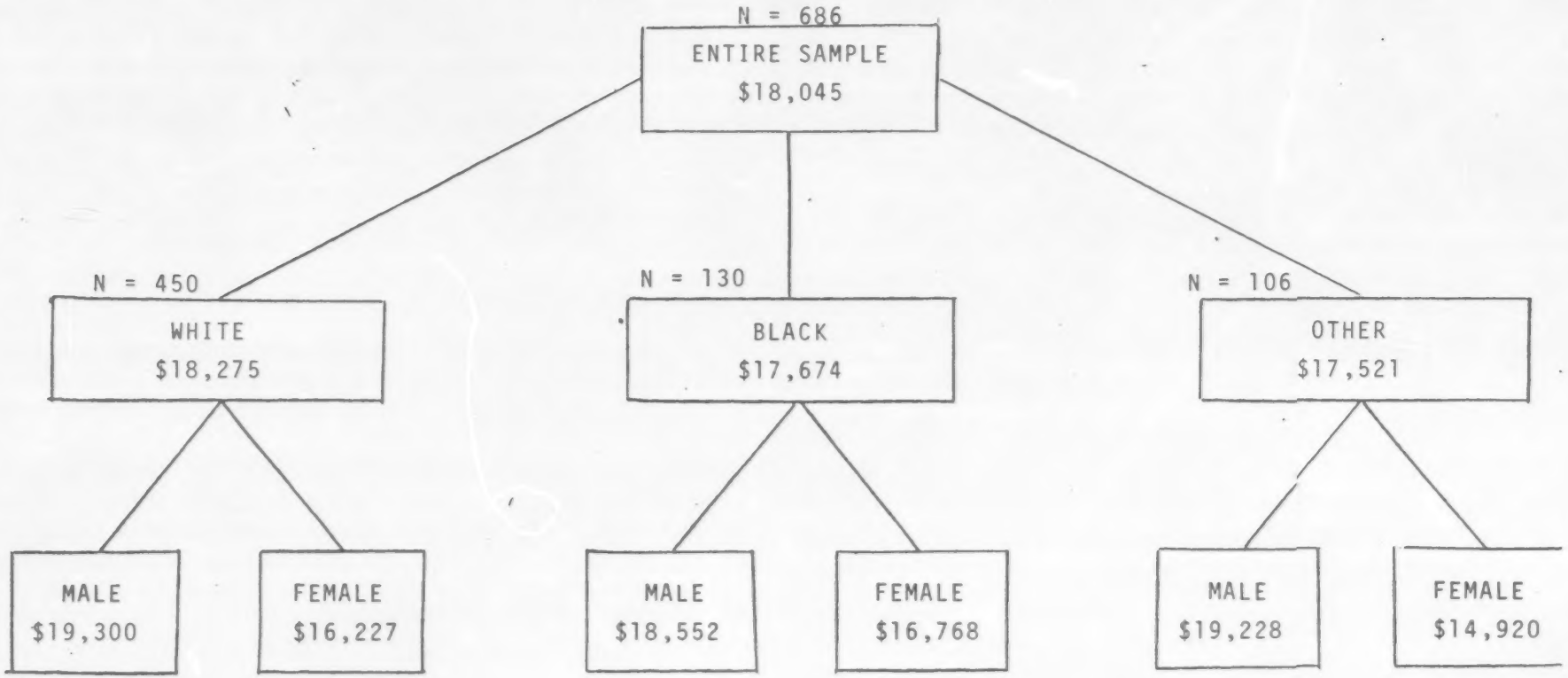


FIGURE 3

AVERAGE ANNUAL SALARIES OF FULL-TIME EMPLOYEES
BY THEIR AGE AT SURVEY TIME
(RACE AND SEX HELD CONSTANT)

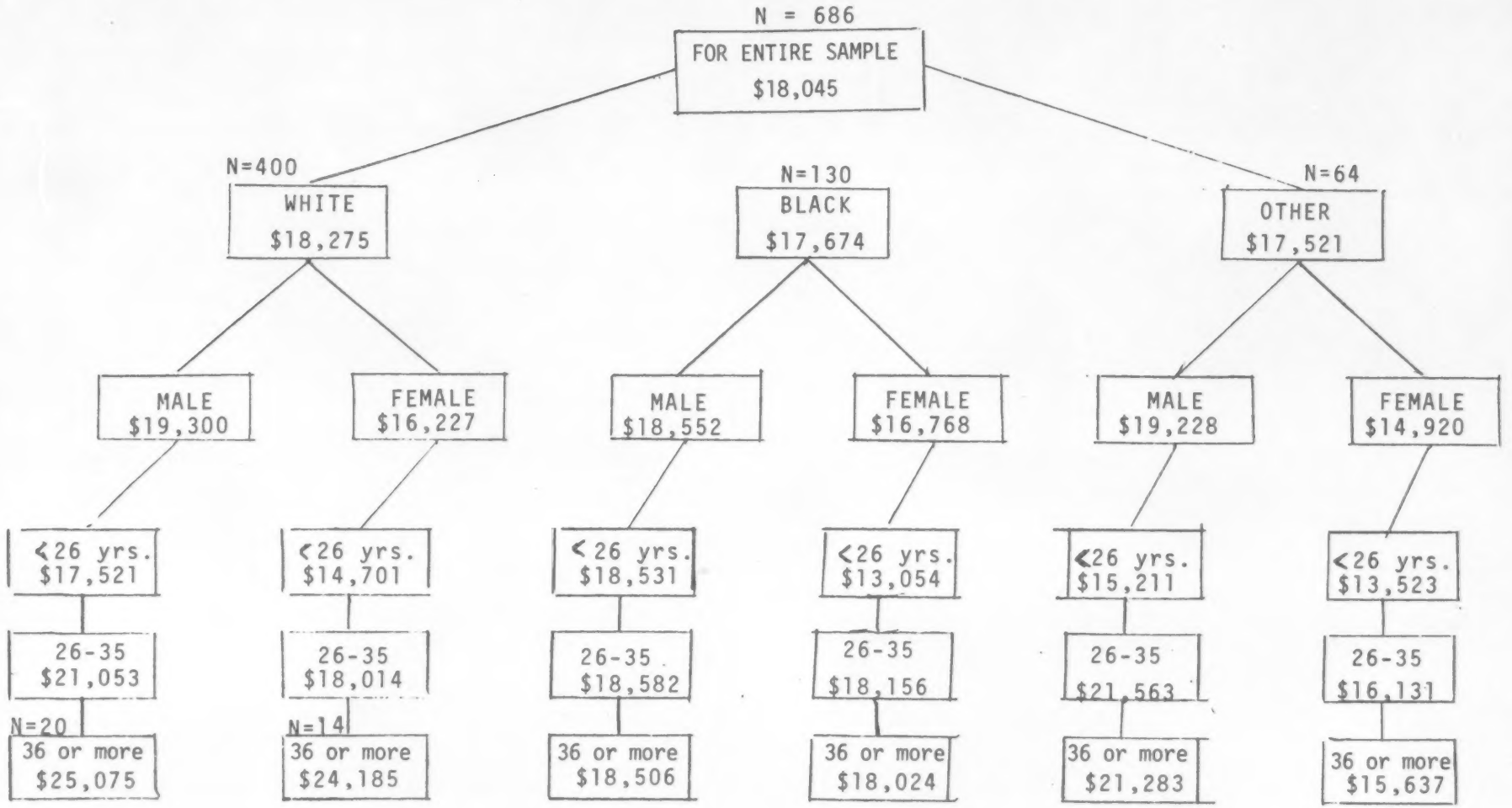


FIGURE 4

AVERAGE ANNUAL SALARIES OF FULL-TIME EMPLOYED GRADUATES
BY TYPE OF DEGREE THEY RECEIVED
(RACE AND SEX HELD CONSTANT)

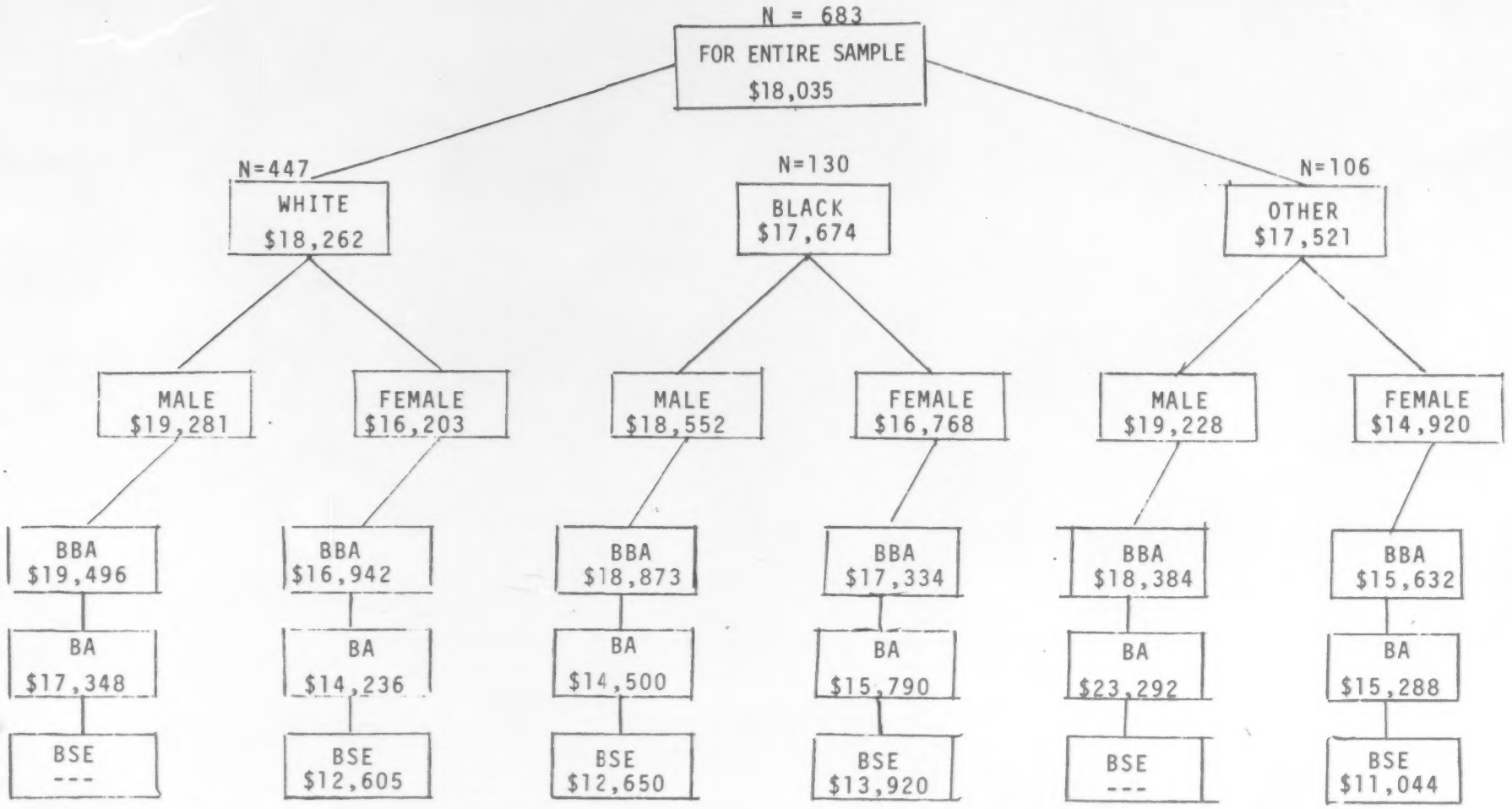
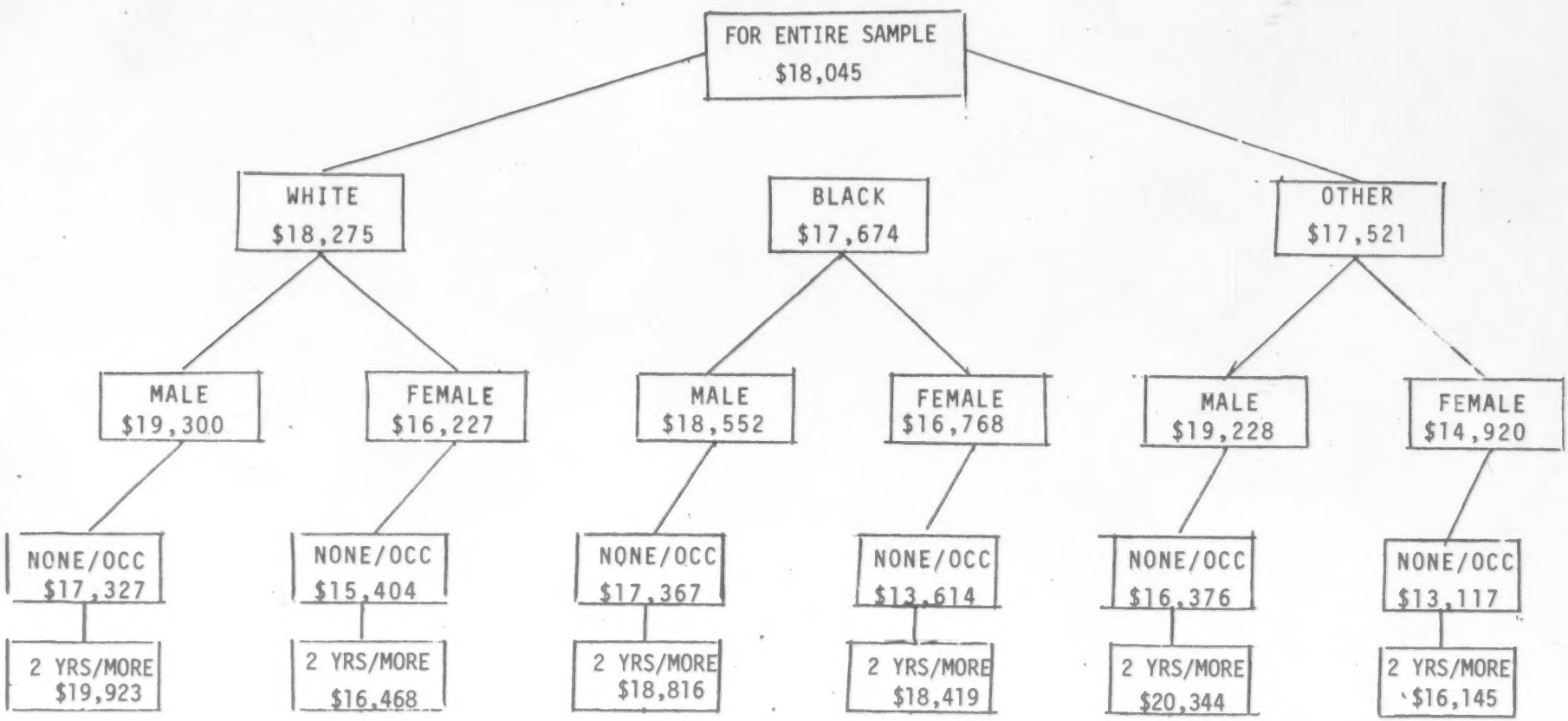


FIGURE 5

AVERAGE ANNUAL SALARIES OF FULL-TIME EMPLOYED GRADUATES
BY THEIR WORK EXPERIENCE WHILE AT BARUCH
(RACE AND SEX HELD CONSTANT)



fice of the Vice President
Academic Affairs

BARUCH COLLEGE
Annual Alumni Survey
CLASS OF 1978

Please answer the questions below to the best of your ability.
Your responses will enable us to improve programs and services offered by the college.

PLEASE **CIRCLE** THE APPROPRIATE **NUMBER** FOR YOUR RESPONSE

1 Based on your undergraduate experience at Baruch, how would you rate each of the following aspects of the College? (**Circle** one number for **each** aspect)

		Good	Fair	Poor	Never Used
Curriculum and Course Offerings	[7]	1	2	3	4
Registration	[8]	1	2	3	4
Admission Procedures	[9]	1	2	3	4
Curricular Guidance Office	[10]	1	2	3	4
Personal Counseling	[11]	1	2	3	4
Financial Aid Office	[12]	1	2	3	4
Career Counseling	[13]	1	2	3	4
Placement Office	[14]	1	2	3	4

2. Please indicate how often the events listed below occurred during your years at Baruch. (Circle **one** number for **each** statement)

		Most of the Time	Some of the Time	Never
I met with the instructor in his/her office when I needed to talk to him/her	[15]	1	2	3
The instructor knew me by my first name	[16]	1	2	3
I engaged in social conversation with all professors in my major field	[17]	1	2	3
The instructor's course material was well organized and clearly presented	[18]	1	2	3
The instructor appeared sensitive to my feelings and problems	[19]	1	2	3

3. What was your enrollment status during most of the time you attended Baruch College?

	Day/Full-time	Evening/Full-time	Day/Part-time	Evening/Part-time	Other
[20]	1	2	3	4	5

4. To what extent did you participate in the following extracurricular activities while at Baruch as an undergraduate? (Circle **one** number for each activity)

		Very Much	Somewhat	Not at All
Student ethnic or religious clubs	[21]	1	2	3
Student government	[22]	1	2	3
School publications	[23]	1	2	3
Athletic activities	[24]	1	2	3
Special interest groups (e.g., Photography, theatre)	[25]	1	2	3
Professional clubs, societies	[26]	1	2	3

5. Were you a SEEK (Search for Education, Elevation and Knowledge) student during undergraduate studies?

	Yes	No
[27]	1	2

6. Were you a transfer student?

[28]
- No, I enrolled in Baruch as a first time Freshman . . 1
- Yes, from a CUNY Community College . . 2
- Yes, from a CUNY Senior College . . 3
- Yes, from a College/University other than CUNY . . 4

7. Below is a list of major fields grouped into general categories. Indicate your final undergraduate specialization while at Baruch. (Circle only **one**)

[29-30]

Business
- Accounting . . 01
- Economics . . 02
- Finance & Investment . . 03
- Industrial Psychology . . 04
- Insurance . . 05
- Management . . 06
- Marketing . . 07
- Office Management & Secretarial Studies . . 08
- Public Administration . . 09
- Real Estate . . 10
- Statistics . . 11

Education
- Elementary Education . . 12
- Special Education . . 13
- Business Education . . 14

Liberal Arts & Sciences
- Economics B.A. . . 15
- English . . 16
- Hebrew . . 17
- History . . 18
- Mathematics . . 19
- Music . . 20
- Philosophy . . 21
- Political Science . . 22
- Psychology . . 23
- Religion and Culture . . 24
- Sociology . . 25
- Spanish . . 26
- Statistics B.A. . . 27
- Other, specify: _____ . . 28
- Minor, specify: _____ . . 29

8. Indicate the Remedial Courses you took while enrolled at Baruch?

English/Reading [31]		Mathematics [32]	
None	1	None	1
One or more	2	One or more	2

9. Did you receive financial aid from any of the following sources? (Circle all those that apply)

		Yes	No
College Work Study	[34]	1	2
Federal or State Grants & Scholarships E.G., TAP, BEOG, SEOG	[35]	1	2
SEEK Stipend	[36]	1	2
Baruch Grant or Scholarship	[37]	1	2
Loans	[38]	1	2
Other, specify: _____	[39]	1	2

10. Were you employed at any time while attending Baruch College? (Do **not** include **summer** jobs)

	No, I was not	Occasionally	Yes, 2 years or more
[40]	1	2	3

11. Were you financially **dependent** on your parent(s) or guardian during your last year at Baruch or were you financially **independent** (that is you or your spouse or both were the sole providers)?

	Dependent	Independent
[41]	1	2

12. Please indicate your **yearly** total income **before taxes** during your last year at Baruch.

	Dependent (Parental Income)		Independent (Self or Spouse or Both)	
Less than $4,000	[42]	1	[43]	1
$ 4,000-$ 5,999		2		2
$ 6,000-$ 7,999		3		3
$ 8,000-$ 9,999		4		4
$10,000-$14,999		5		5
$15,000-$19,999		6		6
$20,000-$29,999		7		7
$30,000-$39,999		8		8
$40,000 or more		9		9

13. When did you graduate from Baruch?

	February 1978	June 1978	September 1978
[44]	1	2	3

14. What was your overall undergraduate grade point average (G.P.A.) or "index" when you graduated from Baruch (A = 4, B = 3, C = 2, etc.)? (Please **circle** one number.)

3.80-4.00	1	[45]	3.00-3.19 4
3.50-3.79	2		2.50-2.99 5
3.20-3.49	3		2.00-2.49 6

15. Did you graduate with honors?

	Yes	No
[46]	1	2

16. What type of degree did you receive from Baruch College?

	B.B.A.	B.A.	B.S. in Ed.
[47]	1	2	3

17. Where was your **permanent residence** during your senior year at **Baruch**? Where is your permanent residence now? If employed, where do you work?

	Residence When at Baruch		Residence Now		Present Job Location	
Manhattan	[48]	1	[49]	1	[50]	1
Brooklyn		2		2		2
Queens		3		3		3
Bronx		4		4		4
Staten Island		5		5		5
Nassau or Suffolk County		6		6		6
Westchester or Rockland County		7		7		7
Upstate New York		8		8		8
Other than New York State		9		9		9
Other, specify _____		0		0		0

18. Thinking back, how would you characterize your political beliefs at the time you entered college and how do you characterize them now? (Circle **one** for **each** column)

	At College Entry		At Present	
Far left	[51]	1	[52]	1
Liberal		2		2
Middle-of-the-road		3		3
Conservative		4		4
Far right		5		5

19. Are you currently attending a graduate or a professional school?

Yes	[53] 1	*(Go to next question and continue)*
No, and I have no plans to attend	2	*(Go to Question #26 and continue)*
No, but I plan to attend within the next two years	3	*(Go to Question #26 and continue)*

20. Please indicate the name of the graduate or professional school/university you are **now** attending:

[54] ...I am now attending: _____

21. What is your enrollment status at graduate school?

	Full-time	Part-time
[55]	1	2

22. How well do you think Baruch prepared you for your graduate degree program?

	Very well	Fairly well	Poorly
[56]	1	2	3

23. What type of degree do you plan to obtain in your current graduate program?

		[57]		
M.B.A.	1		Medical Doctor	7
M.A.	2		LL.B. or J.D. (Law)	8
M.S.	3		Other, specify:	
M.P.A.	4		_____	9
Ph.D.	5		None	0
Ed.D.	6			

24. Below is a list of major fields grouped into general categories. Indicate your current major in graduate or professional school. **(Circle one)**

[58-59]

Business		**Liberal Arts & Sciences**	
Accounting	01	Economics	21
Business Admin. and Policy	02	English	22
Computer Methodology	03	Hebrew	23
Economics	04	History	24
Finance & Investments	05	Mathematics	25
Health Care Administration	06	Music	26
Industrial Psychology	07	Philosophy	27
International Business	08	Political Science	28
International Marketing	09	Psychology	29
Management	10	Religion and Culture	30
Marketing	11	Sociology	31
Operations Research	12	Spanish	32
Public Administration	13	Statistics	33
Statistics	14		
Taxation	15	**Health Care**	
		Medicine	34
Education		Dentistry	35
Elementary Education	16		
Special Education	17	**Law**	
Business Education	18	Law School	36
Educational Administration	19	Other, specify:	
Other Education	20	_____	37

25. How satisfied are you with your current graduate program?

	Satisfied	Dissatisfied
[60]	1	2

26. At the present time are you

Working full-time (30 hrs/wk or more) [61]	1	(Go to next question and continue)
Working part-time (29 hrs/wk or less)	2	(Go to Question #36 and continue)
Not working now	3	(Go to Question #36 and continue)

27. With what kind of firm are you employed?

Manufacturing	1 [62]	Retail/Wholesale	6
Banking/Finance	2	Accountancy	7
Insurance	3	Educational	8
Service	4	Other, specify:	
City/State/Federal Gov't.	5	_____	9

28. Do you consider your position as:

Upper level Management/ Executive	1 [63]	Salesworker	4
Middle level Management/ Supervisory	2	Clerical	5
Professional staff	3	Other, specify: _____	6

29. If you are employed **full-time**, what is your present **yearly** salary before taxes? (Please write in number)

[64-68] $_____ (yearly salary)

30. How closely related is your job to your chosen major field at Baruch?

	Completely related	Somewhat related	Completely unrelated
[7]	1	2	3

31. How satisfied are you with your present job?

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
[8]	1	2	3	4

32. How well do you feel Baruch prepared you for your current job?

	Very well	Fairly well	Poorly
[9]	1	2	3

33. How helpful was your Baruch degree in obtaining your current job?

	Very helpful	Somewhat helpful	Not helpful
[10]	1	2	3

34. Approximately how long after graduation from Baruch did it take you to find your first full-time job?

Two months or less	1 [11]	I had the job and I was working before graduation	5
Three to six months	2	I had the job offer before I graduated	6
Seven months to one year	3	I have not worked full-time since my graduation	7
Over one year	4		

35. How did you hear of the first full-time job you took after you graduated from Baruch?

I have not worked full-time since graduating from Baruch	1 [12]	Referred by a friend	6
Baruch Placement Office	2	Referred by parent/guardian	7
Employment agency	3	Applied directly to the employer my self	8
Newspaper advertisement	4	Other, specify:	
Referred by a faculty member	5	_____	9

36. What is the main reason you are not working now?

Continuing my education full-time [13]	1
Seeking employment but have been unable to find the job I want	2
Illness or disability	3
Temporary layoff	4
Family responsibilities	5
Other, specify: _____	6

37. How satisfied were you with the services of Baruch Placement Office with respect to: (Circle **one** number for **each** row)

	Satisfied	Neutral	Dissatisfied	Never Used
On-Campus Recruitment Program [14]	1	2	3	4
Help in finding a full-time job (referrals) [15]	1	2	3	4
Help in finding a summer job (referrals) [16]	1	2	3	4
Help in interviewing and resume preparation [17]	1	2	3	4
General information concerning employment [18]	1	2	3	4
Other, specify: _____ [19]	1	2	3	4

38. Please indicate the extent to which you agree with the following statements concerning the Placement Office. (Circle **one** number for **each** row)

	Disagree	Agree	No Opinion	Never Used
The staff was readily available for student conferences [20]	1	2	3	4
The staff provided information and assistance to the students [21]	1	2	3	4
The information provided by the staff was useful [22]	1	2	3	4
The staff was able to provide appropriate job leads [23]	1	2	3	4
Sufficient numbers of jobs were listed with the office [24]	1	2	3	4
Sufficient numbers of recruiters visited the campus [25]	1	2	3	4

39. If you did not use the services of the Placement Office, please indicate the reasons why. (Circle all that apply)

	True	False
I was not aware of the services [26]	1	2
I believed I could get a job on my own [27]	1	2
Pursued graduate education [28]	1	2
Poor reputation of the office [29]	1	2
Already employed before graduation [30]	1	2
I was not looking for a job [31]	1	2
Other: _____ [32]	1	2

40. Please indicate your marital status:

	When at Baruch	At Present
Single	[33] 1	[34] 1
Married	2	2
Separated	3	3
Divorced	4	4
Live(d) with someone	5	5

41. Which of the following ethnic categories best describes you?

White (non-Hispanic)	[35]	American Indian	6
Black (non-Hispanic)	2	Mexican	7
Puerto Rican	3	Other, specify:	
Hispanic (other than Puerto Rican)	4	_____	8
Asian/Oriental	5		

42. Your sex:

	Male	Female
[36]	1	2

43. How old are you? (Please write your age in **number**)

[37-38] _____ years old

44. What is your current religious preference?

Jewish	1 [39]	None	4
Protestant	2	Other, specify:	
Catholic	3	_____	5

45. Baruch, as a part of CUNY, had an Open Admissions policy from 1970 to 1976. This policy has now been abolished. What is your view concerning the Open Admissions policy?

[40]

Strongly approve 1
Somewhat approve 2
Strongly disapprove 3
No opinion 4

46. At the time you applied to College, which of the following was your first choice?

[41]

Baruch 1
A CUNY College other than Baruch 2
A college/university other than CUNY 3

47. What did you like best about Baruch?

[42] _____

_____

48. What did you like least about Baruch?

[43] _____

_____

49. If you had to do it all over again would you come to Baruch?

	Yes	No
[44]	1	2

Thank you for your cooperation.